

110TH CONGRESS  
1ST SESSION

# S. 1259

To amend the Foreign Assistance Act of 1961 to provide assistance for developing countries to promote quality basic education and to establish the achievement of universal basic education in all developing countries as an objective of United States foreign assistance policy, and for other purposes.

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## IN THE SENATE OF THE UNITED STATES

MAY 1, 2007

Mrs. CLINTON (for herself and Mr. SMITH) introduced the following bill; which was read twice and referred to the Committee on Foreign Relations

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## A BILL

To amend the Foreign Assistance Act of 1961 to provide assistance for developing countries to promote quality basic education and to establish the achievement of universal basic education in all developing countries as an objective of United States foreign assistance policy, and for other purposes.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Education for All Act  
5       of 2007”.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

3 (1) Throughout the world, an alarming number  
4 of children are not receiving primary education. At  
5 least 77 million children of primary school age are  
6 not in school and  $\frac{3}{5}$  of such children are girls.  
7 Worldwide, half of school-age children who start pri-  
8 mary school drop out. Hundreds of millions more  
9 children are denied a secondary school education.

10 (2) Of the approximately 77 million children of  
11 primary school age who are not in school, more than  
12 half live in countries that are considered fragile or  
13 have been affected by conflict and 50 percent live in  
14 Africa. A significant number of such children have  
15 been orphaned or otherwise negatively affected by  
16 HIV/AIDS. Other such children have been victims of  
17 child labor or human trafficking. Without access to  
18 education, such children will not have the skills to  
19 contribute to reconstruction and stabilization of  
20 their countries.

21 (3) The final report of the National Commis-  
22 sion on Terrorist Attacks Upon the United States  
23 (hereafter in this section referred to as the “Re-  
24 port”) concluded that education that teaches toler-  
25 ance, the dignity and value of each individual, and

1        respect for different beliefs must be a key element  
2        in any global strategy to eliminate terrorism.

3            (4) Extending the vision of educational oppor-  
4        tunity described in the Report to all developing  
5        countries, including countries affected by armed con-  
6        flict, is critical to achieve the United Nations Millen-  
7        nium Development Goals and prevent the rise of vio-  
8        lent extremism worldwide.

9            (5) The Report concluded that the United  
10       States Government must offer an example of moral  
11       leadership in the world and offer parents and their  
12       children a vision of the future that emphasizes indi-  
13       vidual educational and economic opportunity.

14           (6) At the World Education Forum held in  
15       Dakar, Senegal in 2000, the United States joined  
16       more than 180 other countries in committing to the  
17       goal of universal basic education by 2015. Universal  
18       completion of primary school and eliminating gender  
19       disparity in all levels of education not later than  
20       2015 are part of the United Nations Millennium De-  
21       velopment Goals. Currently, at least 70 countries are  
22       unlikely to achieve the goal of 100 percent of chil-  
23       dren completing primary school by not later than  
24       2015.

1           (7) The Report noted that the United Nations  
2           has rightly equated “literacy as freedom” and that  
3           the international community is moving toward set-  
4           ting a goal of reducing by half the illiteracy rate in  
5           the Middle East by 2010, through the implementa-  
6           tion of education programs targeting women and  
7           girls and supporting programs for adult literacy.

8           (8) The Report concluded that ensuring edu-  
9           cational opportunity is essential to the efforts of the  
10          United States to defeat global terrorism and rec-  
11          ommended that the United States Government  
12          “should offer to join with other nations in gener-  
13          ously supporting [spending funds] . . . directly on  
14          building and operating primary and secondary  
15          schools in those Muslim states that commit to sen-  
16          sibly investing financial resources in public edu-  
17          cation”.

18          (9) Basic education has been demonstrated to  
19          be fundamental to development. No country has  
20          reached sustained economic growth without achiev-  
21          ing near universal primary education. Education re-  
22          duces poverty and inequality, and lays the founda-  
23          tion for sound governance, civic participation, and  
24          strong institutions.

1           (10) Investing in girls' education delivers sub-  
2           stantial returns not only in educational attainment  
3           but also in increasing women's incomes, delaying the  
4           start of sexual activity, reducing infant mortality, in-  
5           creasing women's political participation, and spur-  
6           ring economic growth.

7           (11) Education helps to protect children in con-  
8           flict situations from physical harm, exploitation, and  
9           sexual abuse, as well as to avoid the recruitment of  
10          children into armed groups, and to promote good  
11          governance and poverty reduction.

12          (12) According to progress reports from the  
13          Education for All Fast-Track Initiative, since the  
14          World Education Forum was held in 2000, the num-  
15          ber of children out of school has decreased at an av-  
16          erage rate of 4 million children per year. Despite  
17          this progress, the goal of achieving universal basic  
18          education by 2015 will not be met unless the num-  
19          ber of children out of school decreases at an average  
20          rate of approximately 7 million children per year.

21          (13) Credible estimates indicate that at least an  
22          additional \$7 billion to \$10 billion per year of exter-  
23          nal development assistance is necessary for devel-  
24          oping countries to achieve universal basic education  
25          by 2015.

1 **SEC. 3. ASSISTANCE TO ACHIEVE UNIVERSAL BASIC EDU-**  
 2 **CATION.**

3 (a) IN GENERAL.—Chapter 1 of part I of the Foreign  
 4 Assistance Act of 1961 (22 U.S.C. 2151 et seq.) is amend-  
 5 ed by inserting after section 105 the following new section:

6 **“SEC. 105A. ASSISTANCE TO ACHIEVE UNIVERSAL BASIC**  
 7 **EDUCATION.**

8 “(a) PURPOSE.—It is the purpose of this section to  
 9 ensure that the United States provides the resources and  
 10 leadership to ensure a successful international effort to  
 11 provide all children with a quality basic education in order  
 12 to achieve the goal of universal basic education by 2015  
 13 agreed to at the World Education Forum held in Dakar,  
 14 Senegal in 2000.

15 “(b) POLICY.—It is the policy of the United States  
 16 to work with foreign countries and international and civil  
 17 society organizations to increase the global commitment  
 18 to achieving universal basic education—

19 “(1) to assist developing countries to provide all  
 20 children with a quality basic education; and

21 “(2) to assist nongovernmental and multilateral  
 22 organizations working in developing countries to pro-  
 23 vide all children with a quality basic education.

24 “(c) PRINCIPLES.—In developing the global commit-  
 25 ment referred to in subsection (b), the policy of the United  
 26 States shall be guided by the following principles:

1           “(1) UNITED STATES RESOURCES.—To lead a  
2           global commitment to achieving universal basic edu-  
3           cation in developing countries, including in devel-  
4           oping countries affected by armed conflict, emerging  
5           from armed conflict, or affected by humanitarian  
6           crises, the United States shall commit substantial  
7           new resources for education in developing countries  
8           to expand access to educational opportunity and in-  
9           spire confidence in such countries that efforts to re-  
10          form education in such countries will receive ade-  
11          quate resources.

12          “(2) OTHER MAJOR DONORS.—The United  
13          States Government shall encourage other donors to  
14          contribute commensurate amounts to support such a  
15          global commitment.

16          “(3) PRIVATE SECTOR AND NONGOVERN-  
17          MENTAL PARTICIPATION AND CONTRIBUTIONS.—  
18          United States efforts in leading such a global com-  
19          mitment shall include explicit strategies to encourage  
20          and integrate contributions of strategic direction and  
21          financial resources from indigenous and inter-  
22          national private sector and civil society organizations  
23          interested in supporting quality universal basic edu-  
24          cation efforts.

1           “(4) SCHOOL ACCESS, QUALITY, AND COMPLE-  
2           TION.—United States assistance for basic education  
3           in developing countries shall seek to expand access  
4           to school for all children, including children in devel-  
5           oping countries that are affected by armed conflict,  
6           emerging from armed conflict, or affected by human-  
7           itarian crises, and to improve the quality of edu-  
8           cation in order to increase the number of children  
9           completing a basic education.

10           “(5) COORDINATION WITHIN THE UNITED  
11           STATES GOVERNMENT.—The United States Govern-  
12           ment shall establish a comprehensive strategy to im-  
13           prove coordination and collaboration among all de-  
14           partments and agencies of the United States Gov-  
15           ernment involved in providing assistance for basic  
16           education to developing countries to ensure efficient  
17           and effective use of the resources of the United  
18           States. The comprehensive strategy shall recognize  
19           the importance of providing assistance for basic edu-  
20           cation, including the importance of providing such  
21           assistance in humanitarian and other emergency sit-  
22           uations and the importance in providing such assist-  
23           ance as a component of development assistance. The  
24           comprehensive strategy shall ensure the provision of  
25           assistance for basic education throughout the transi-



1       tion from emergency situations to reconstruction and  
2       development.

3           “(6) COORDINATION BETWEEN EDUCATION AND  
4       HIV/AIDS PREVENTION EFFORTS.—United States as-  
5       sistance shall support efforts to improve coordina-  
6       tion between global health and education initiatives  
7       in United States Government programs and inter-  
8       nationally to reduce the adverse impact of HIV/  
9       AIDS on education systems, teacher workforce, and  
10      orphans and other vulnerable children in developing  
11      countries.

12          “(7) COORDINATION WITH NATIONAL EDU-  
13      CATION PLANS.—United States assistance for basic  
14      education in developing countries shall be provided  
15      in collaboration and coordination with the national  
16      education plans of such countries to the maximum  
17      extent practicable.

18          “(8) INTEGRATION OF EDUCATION PLANS  
19      WITHIN OVERALL NATIONAL ECONOMIC STRATE-  
20      GIES.—United States policies and programs shall  
21      encourage developing countries to ensure that efforts  
22      are developed within an overall strategy of economic  
23      and market reforms to reduce poverty and spur sus-  
24      tained economic growth.

25      “(d) DEFINITIONS.—In this section:

1           “(1) AIDS.—The term ‘AIDS’ has the meaning  
2           given that term in section 104A(g).

3           “(2) APPROPRIATE CONGRESSIONAL COMMIT-  
4           TEES.—The term ‘appropriate congressional com-  
5           mittees’ means—

6                   “(A) the Committee on Appropriations and  
7                   the Committee on Foreign Relations of the Sen-  
8                   ate; and

9                   “(B) the Committee on Appropriations and  
10                  the Committee on Foreign Affairs of the House  
11                  of Representatives.

12           “(3) BASIC EDUCATION.—The term ‘basic edu-  
13           cation’—

14                   “(A) means an education, generally con-  
15                   sisting of completion of 9–10 years of schooling,  
16                   including efforts to improve early childhood de-  
17                   velopment, primary education, secondary edu-  
18                   cation, literacy and numeracy training, and life  
19                   skills training; and

20                   “(B) includes efforts to facilitate and sup-  
21                   port the activities described in subparagraph  
22                   (A), including efforts to—

23                           “(i) build the institutional capacity of  
24                           a country to manage basic education sys-  
25                           tems and measure results;

- 1                   “(ii)    construct    and    rehabilitate  
2                   schools;  
3                   “(iii) train teachers;  
4                   “(iv) increase parent and community  
5                   involvement in schools;  
6                   “(v) provide learning materials; and  
7                   “(vi) develop curricula.

8                   “(4) EDUCATION FOR ALL FAST-TRACK INITIA-  
9                   TIVE.—The term ‘Education for All Fast-Track Ini-  
10                  tiative’ means the Fast-Track Initiative launched in  
11                  2002 to mobilize donor resources and accelerate  
12                  progress toward the achievement of the United Na-  
13                  tions Millennium Development Goal of Education for  
14                  All by 2015, an international commitment to bring  
15                  the benefits of basic education to every individual.

16                  “(5) HIV.—The term ‘HIV’ has the meaning  
17                  given that term in section 104A(g).

18                  “(6) HIV/AIDS.—The term ‘HIV/AIDS’ has  
19                  the meaning given that term in section 104A(g).

20                  “(7) MEMBER STATES OF THE GROUP OF  
21                  EIGHT.—The term ‘member states of the Group of  
22                  Eight’ means the countries of Canada, France, Ger-  
23                  many, Italy, Japan, Russia, the United Kingdom,  
24                  and the United States.

1           “(8) NATIONAL EDUCATION PLAN.—The term  
2           ‘national education plan’ means a comprehensive na-  
3           tional education plan that—

4                   “(A) is developed in accordance with the  
5                   provisions of the Education For All Fast-Track  
6                   Initiative; and

7                   “(B) includes explicit, credible strategies to  
8                   achieve universal basic education, including  
9                   strategies to—

10                   “(i) address key constraints to achiev-  
11                   ing universal basic education in the areas  
12                   of policy, data, capacity, and financing;  
13                   and

14                   “(ii) coordinate priorities of basic edu-  
15                   cation with priorities for early childhood  
16                   development, secondary education, higher  
17                   education, and non-formal education.

18           “(9) PSYCHOSOCIAL SUPPORT.—The term ‘psy-  
19           chosocial support’ has the meaning given that term  
20           in section 135.

21           “(10) RELEVANT EXECUTIVE BRANCH AGEN-  
22           CIES AND OFFICIALS.—The term ‘relevant executive  
23           branch agencies and officials’ means—

24                   “(A) the Department of State, the United  
25                   States Agency for International Development,

1 the Department of the Treasury, the Depart-  
2 ment of Labor, the Department of Education,  
3 the Department of Health and Human Services,  
4 the Department of Agriculture, and the Depart-  
5 ment of Defense;

6 “(B) the Chief Executive Officer of the  
7 Millennium Challenge Corporation, the Coordi-  
8 nator of United States Government Activities to  
9 Combat HIV/AIDS Globally, the National Secu-  
10 rity Advisor, and the National Economic Advi-  
11 sor; and

12 “(C) any other department, agency, or offi-  
13 cial of the United States Government that par-  
14 ticipates in activities to promote universal basic  
15 education pursuant to the authorities of such  
16 department, agency, or official or pursuant to  
17 this Act.

18 “(e) DEVELOPMENT AND IMPLEMENTATION OF A  
19 COMPREHENSIVE UNITED STATES STRATEGY ON EDU-  
20 CATION FOR ALL.—

21 “(1) STRATEGY REQUIRED.—The President  
22 shall develop a comprehensive integrated strategy of  
23 the United States to promote universal basic edu-  
24 cation by 2015.

1           “(2) ELEMENTS.—The strategy required by  
2 subsection (a) shall—

3           “(A) include specific objectives, indicators,  
4 including indicators to measure learning out-  
5 comes, and approaches to increase access and  
6 quality of basic education in developing coun-  
7 tries;

8           “(B) outline how the United States Gov-  
9 ernment will ensure a transition and continuity  
10 of educational activities in countries affected by  
11 armed conflict, emerging from armed conflict,  
12 and affected by humanitarian crises;

13           “(C) assign priorities to relevant executive  
14 branch agencies and officials;

15           “(D) improve coordination and reduce du-  
16 plication among relevant executive branch agen-  
17 cies and officials, foreign donor governments,  
18 and international organizations;

19           “(E) project general levels of resources  
20 needed to achieve the stated objectives;

21           “(F) expand public-private partnerships  
22 and the leveraging of resources;

23           “(G) target the activities of the United  
24 States to leverage contributions from member

1 states of the Group of Eight and other donors  
2 to provide universal basic education;

3 “(H) target the assistance provided by the  
4 United States to leverage contributions from  
5 the private sector and civil society organizations  
6 to achieve universal basic education;

7 “(I) increase efforts of the United States  
8 to coordinate with other donors to reduce ineffi-  
9 ciency and waste at the global and country lev-  
10 els and ensure efficient coordination among rel-  
11 evant executive branch agencies and officials;

12 “(J) support efforts of the United States  
13 in helping children to overcome challenges to  
14 achieving universal basic education, including  
15 strategies to target hard-to-reach populations,  
16 including those impacted by AIDS, orphans,  
17 and other vulnerable populations, and to sup-  
18 port efforts to reduce the adverse impact of  
19 HIV/AIDS on education systems; and

20 “(K) maximize United States capabilities  
21 in the areas of technical assistance and train-  
22 ing.

23 “(3) REQUIREMENT TO CONSULT.—In devel-  
24 oping the strategy required by subsection (a), the  
25 President shall consult with—

1           “(A) relevant executive branch agencies  
2           and officials; and

3           “(B) nongovernmental organizations and  
4           individuals who are involved in the promotion  
5           and implementation of education assistance pro-  
6           grams in developing countries.

7           “(4) PUBLIC COMMENT.—The President shall  
8           provide an opportunity for public comment on the  
9           strategy required by subsection (a).

10          “(5) ANNUAL REPORT.—Not later than 270  
11          days after the date of the enactment of the Edu-  
12          cation for All Act of 2007, the President shall trans-  
13          mit to the appropriate congressional committees a  
14          report setting forth the strategy required by sub-  
15          section (a) and make the report available to the pub-  
16          lic.

17          “(f) ASSISTANCE TO DEVELOP AND IMPLEMENT NA-  
18          TIONAL EDUCATION PLANS.—

19          “(1) ASSISTANCE AUTHORIZED.—The President  
20          is authorized to provide funds and other assistance  
21          to assist foreign countries described in paragraph  
22          (2) to create the policies, processes, and infrastruc-  
23          ture to develop and implement national education  
24          plans to allow all children of such countries to access  
25          and complete basic education.



1           “(2) FOREIGN COUNTRIES DESCRIBED.—The  
2 foreign countries described in this paragraph are—

3           “(A) foreign countries that have dem-  
4 onstrated a strong commitment to delivering  
5 universal basic education, as evidenced by the  
6 establishment of a national education plan or  
7 the willingness to develop a national education  
8 plan; and

9           “(B) foreign countries that have not dem-  
10 onstrated a strong commitment to delivering  
11 universal basic education, as evidenced by the  
12 failure to establish a national education plan  
13 and the lack of opportunity or capacity to work  
14 with a committed national government.

15           “(3) PRIORITY AND OTHER REQUIREMENTS.—

16           “(A) PRIORITY.—In providing assistance  
17 under this subsection, the President shall give  
18 priority to foreign countries in which there is  
19 the greatest need, as evidenced in part by the  
20 percentage of children out of school, in which  
21 there is the greatest opportunity to expand uni-  
22 versal access and to improve the quality of basic  
23 education, and in which the assistance can  
24 produce a substantial, measurable impact on  
25 children and educational systems.

1           “(B) REQUIREMENT RELATING TO COUN-  
 2           TRIES WITHOUT A STRONG COMMITMENT TO  
 3           DELIVERING UNIVERSAL BASIC EDUCATION.—  
 4           Assistance provided under this subsection to  
 5           foreign countries described in paragraph (2)(B)  
 6           shall, to the maximum extent practicable, be  
 7           provided in coordination with committed local  
 8           governments and civil society organizations.

9           “(C) REQUIREMENT RELATING TO COUN-  
 10          TRIES AFFECTED BY CONFLICT OR CRISES.—  
 11          Assistance provided under this subsection to  
 12          foreign countries or those parts of the terri-  
 13          tories of foreign countries that are affected by  
 14          armed conflict, emerging from armed conflict,  
 15          or affected by a humanitarian crisis shall be  
 16          provided in such a manner so as to ensure a  
 17          continuity of educational activities throughout  
 18          the conflict or crisis and during the transition  
 19          from conflict or crisis to reconstruction and de-  
 20          velopment.

21          “(4) ACTIVITIES SUPPORTED.—Assistance pro-  
 22          vided under this subsection may be used to support  
 23          efforts to expand access and to improve the quality  
 24          of basic education, including efforts—

1           “(A) to ensure an adequate supply of  
2 trained teachers;

3           “(B) to promote programs that expand  
4 training and implementation of effective cur-  
5 rricula;

6           “(C) to provide adequate infrastructure;

7           “(D) to build systems to provide con-  
8 tinuing support, training, and professional de-  
9 velopment for all educators;

10          “(E) to eliminate fees for educational serv-  
11 ices, including fees for tuition, uniforms, and  
12 materials, and provide access to education with-  
13 out additional costs to families through sim-  
14 plified multilateral mechanisms;

15          “(F) to identify and replicate successful  
16 interventions that improve access to education  
17 and the quality of education, such as scholar-  
18 ships, school lunch, and school health programs;

19          “(G) to build systems to ensure continuing  
20 information collection, monitoring, and evalua-  
21 tion of education services and financing;

22          “(H) to ensure that schools are not incu-  
23 bators for violent extremism;

24          “(I) to provide human rights and conflict-  
25 resolution education;

1           “(J) to promote programs that teach civic  
2 education and life skills;

3           “(K) to support other initiatives that have  
4 demonstrated success in increasing access, im-  
5 proving learning outcomes and increasing edu-  
6 cational opportunities for the most disadvan-  
7 tagged populations, such as children in remote or  
8 rural areas, religious or ethnic minorities, or-  
9 phans and children impacted by HIV/AIDS,  
10 child laborers or victims of trafficking, children  
11 affected by conflict, and children living with dis-  
12 abilities;

13           “(L) to increase the number of comprehen-  
14 sive schools; and

15           “(M) to carry out other activities to fur-  
16 ther the goals of the Education for All Fast-  
17 Track Initiative.

18           “(5) ADDITIONAL ACTIVITIES SUPPORTED FOR  
19 COUNTRIES AFFECTED BY CONFLICT OR CRISES.—In  
20 addition to the activities supported under paragraph  
21 (4), assistance provided under this subsection to for-  
22 eign countries or those parts of the territories of for-  
23 eign countries that are affected by armed conflict,  
24 emerging from armed conflict, or affected by a hu-  
25 manitarian crisis may be used to support efforts—

1           “(A) to ensure a continuity of educational  
2 activities for all children;

3           “(B) wherever possible, to reestablish for-  
4 mal education services, or to complement serv-  
5 ices that are available with the establishment of  
6 well-managed school spaces, to protect children  
7 from physical harm, psychological and social  
8 distress, recruitment into armed groups, family  
9 separation, and abuses related to their displace-  
10 ment;

11           “(C) to promote the creation of out-of-  
12 school programs and flexible-hour schooling in  
13 areas in which security prevents students from  
14 attending regular schools;

15           “(D) to provide safe spaces, with such fa-  
16 cilities providing access to water, sanitation,  
17 health-related education, psychosocial support  
18 and landmine awareness;

19           “(E) to provide temporary facility con-  
20 struction and minor rehabilitation of edu-  
21 cational structures;

22           “(F) to provide essential educational mate-  
23 rials that assist in building systems to support,  
24 train, and provide professional development for  
25 educators; and

1 “(G) to promote efforts to ensure the re-  
 2 integration of teachers and students in conflict  
 3 and refugee situations into educational systems,  
 4 including regional approaches to coordinate and  
 5 recognize the educational efforts of these teach-  
 6 ers and students and other school systems.

7 “(6) SUSPENSION OF ASSISTANCE.—

8 “(A) IN GENERAL.—The President may  
 9 suspend the provision of all or part of the as-  
 10 sistance provided under this subsection for a  
 11 foreign country if there is substantial evidence  
 12 that the country—

13 “(i) is significantly failing to meet the  
 14 criteria specified in its national education  
 15 plan; or

16 “(ii)(I)(aa) is not tracking and moni-  
 17 toring the use of foreign and domestic as-  
 18 sistance to develop or implement its na-  
 19 tional education plan and making such  
 20 tracking and monitoring information avail-  
 21 able to the public; or

22 “(bb) is using such assistance for un-  
 23 authorized purposes; and

24 “(II) fails to come forward with an  
 25 immediate plan to address a deficiency de-

1           scribed in item (aa) or (bb) of subclause  
2           (I).

3           “(B) NOTIFICATION.—Not later than 30  
4           days after exercising the authority of subpara-  
5           graph (A) to suspend the provision of all or  
6           part of the assistance provided under this sub-  
7           section for a foreign country, the President  
8           shall submit to the appropriate congressional  
9           committees a notification of such suspension,  
10          including the reasons for the suspension.

11          “(g) UNIVERSAL BASIC EDUCATION FELLOWSHIP  
12          PROGRAM.—

13               “(1) AUTHORITY.—The Administrator of the  
14          United States Agency for International Development  
15          is authorized to establish an education fellowship  
16          program at the United States Agency for Inter-  
17          national Development to increase the expertise of  
18          the personnel of the Agency in promoting universal  
19          basic education and to carry out the provisions of  
20          this section.

21               “(2) TERM OF FELLOWSHIP.—An individual  
22          may participate in a fellowship under this subsection  
23          for a term of not more than 3 years.

24               “(3) QUALIFICATIONS.—An individual is quali-  
25          fied to participate in a fellowship under this sub-

1 section if such individual has the specific expertise  
2 required—

3 “(A) to develop and implement the policies  
4 and programs of this section; and

5 “(B) to promote the exchange of knowl-  
6 edge and experience among the Agency, the  
7 education service delivery community, private  
8 business, and the academic and research com-  
9 munities.

10 “(h) ANNUAL REPORT.—

11 “(1) IN GENERAL.—Not later than January 31  
12 of each year, the President shall transmit to the ap-  
13 propriate congressional committees a report on the  
14 implementation of this section for the prior fiscal  
15 year and make the report available to the public.

16 “(2) REPORT ELEMENTS.—The report required  
17 by paragraph (1) shall include—

18 “(A) a description of efforts made by rel-  
19 evant executive branch agencies and officials to  
20 implement the strategy developed pursuant to  
21 subsection (e), with a particular focus on the  
22 activities carried out under this section;

23 “(B) a description of the programs estab-  
24 lished by each foreign country receiving assist-  
25 ance pursuant to subsection (f) that provides a



1 detailed explanation of the extent to which the  
 2 strategy developed pursuant to subsection (e)  
 3 and the assistance provided pursuant to sub-  
 4 section (f) are contributing to the goal of uni-  
 5 versal basic education in the foreign country;  
 6 and

7 “(C) a description of the extent to which  
 8 each foreign country selected to receive assist-  
 9 ance pursuant to subsection (f) meets the pri-  
 10 ority criteria specified in subsection (f)(3)(A).

11 “(i) RELATIONSHIP TO OTHER LAWS.—The Presi-  
 12 dent shall exercise the authority provided in this section  
 13 in accordance with other applicable law.

14 “(j) AUTHORIZATION OF APPROPRIATIONS.—

15 “(1) IN GENERAL.—To carry out this section,  
 16 there are authorized to be appropriated to the Presi-  
 17 dent—

18 “(A) \$1,000,000,000 for fiscal year 2008;

19 “(B) \$1,500,000,000 for fiscal year 2009;

20 “(C) \$2,000,000,000 for fiscal year 2010;

21 “(D) \$2,500,000,000 for fiscal year 2011;

22 and

23 “(E) \$3,000,000,000 for fiscal year 2012.

24 “(2) AVAILABILITY OF FUNDS.—Amounts made  
 25 available under paragraph (1) are authorized to re-

1       main available until expended and are in addition to  
2       amounts otherwise available for such purposes.”.

3       (b) **TECHNICAL AMENDMENT.**—Chapter 1 of part I  
4 of the Foreign Assistance Act of 1961, as amended by  
5 subsection (a), is further amended by redesignating the  
6 second section 135 (as added by section 5(a) of the Sen-  
7 ator Paul Simon Water for the Poor Act of 2005 (Public  
8 Law 109–121; 119 Stat. 2536)) as section 136.

9       **SEC. 4. COORDINATOR OF UNITED STATES GOVERNMENT**  
10                   **ACTIVITIES TO PROVIDE EDUCATION FOR**  
11                   **ALL IN DEVELOPING COUNTRIES.**

12       (a) **ESTABLISHMENT OF POSITION.**—Section 1 of the  
13 State Department Basic Authorities Act of 1956 (22 U.S.  
14 C. 2651a) is amended—

15               (1) by redesignating subsection (g) as sub-  
16       section (h); and

17               (2) by inserting after subsection (f) the fol-  
18       lowing new subsection:

19       “(g) **EDUCATION FOR ALL COORDINATOR.**—

20               “(1) **ESTABLISHMENT.**—

21                   “(A) **IN GENERAL.**—There shall be estab-  
22       lished within the Department of State in the  
23       immediate office of the Secretary of State a Co-  
24       ordinator of United States Government Activi-  
25       ties to Provide Education for All in Developing

Countries (hereinafter in this subsection referred to as the ‘Coordinator’), who shall be appointed by the President, by and with the advice and consent of the Senate. The Coordinator shall report directly to the Secretary.

“(B) CONCURRENT GOVERNMENT POSITION PROHIBITED.—The individual serving as the Coordinator may not hold any other position in the Federal Government during the individual’s time of service as Coordinator.

“(2) GENERAL AUTHORITIES.—The Coordinator, acting through such nongovernmental organizations (including faith-based and community based organizations) and relevant executive branch agencies and officials as may be necessary and appropriate to effect the purposes of this section, is authorized—

“(A) to operate internationally to carry out activities to promote universal basic education;

“(B) to transfer and allocate funds to relevant executive branch agencies and officials; and

“(C) to provide grants to, and enter into contracts with nongovernmental organizations (including faith-based and community-based or-

ganizations) to carry out the purposes of this subsection.

“(3) DUTIES.—

“(A) IN GENERAL.—The Coordinator shall have primary responsibility for the oversight and coordination of all resources and international activities of the United States Government to promote universal basic education under section 105A of the Foreign Assistance Act of 1961 or any other provision of law.

“(B) SPECIFIC DUTIES.—The duties of the Coordinator shall specifically include the following:

“(i) Ensuring program and policy coordination among relevant executive branch agencies and officials and non-governmental organizations, including auditing, monitoring, and evaluation of all such programs.

“(ii) Ensuring that relevant executive branch agencies and officials undertake programs primarily in those areas in which the agencies and officials have the greatest expertise, technical capabilities, and potential for success.

1 “(iii) Avoiding duplication of effort.

2 “(iv) Ensuring coordination of activi-  
3 ties of relevant executive branch agencies  
4 and officials in the field.

5 “(v) Pursuing coordination with other  
6 countries and international organizations.

7 “(vi) Resolving policy, program, and  
8 funding disputes among relevant executive  
9 branch agencies and officials.

10 “(vii) Directly approving all activities  
11 to promote universal basic education under  
12 section 105A of the Foreign Assistance Act  
13 of 1961 or any other provision of law.

14 “(viii) Establishing due diligence cri-  
15 teria for all recipients of funds to promote  
16 universal basic education under section  
17 105A of the Foreign Assistance Act of  
18 1961 or any other provision of law, and all  
19 activities carried out with such funds, sub-  
20 ject to the coordination and appropriate  
21 monitoring, evaluation, and audits carried  
22 out by the Coordinator necessary to assess  
23 the measurable outcomes of such activities.

24 “(ix) Annually convening a meeting of  
25 relevant executive branch agencies and of-

1 officials to evaluate progress in carrying out  
2 the United States strategy developed pur-  
3 suant to section 105A(e) of the Foreign  
4 Assistance Act of 1961 and recommend fu-  
5 ture changes to the strategy based upon  
6 such evaluation.

7 “(x) Annually submit to the President  
8 a report outlining the progress made in  
9 carrying out the United States strategy de-  
10 veloped pursuant to section 105A(e) of the  
11 Foreign Assistance Act of 1961 and con-  
12 taining the evaluation of the strategy and  
13 recommendations for future changes to the  
14 strategy developed at the meeting of rel-  
15 evant executive branch agencies and offi-  
16 cials pursuant to clause (ix).

17 “(4) REPORT TO CONGRESS.—Not later than  
18 30 days after receiving the report required by para-  
19 graph (3)(B)(x), the President shall transmit the re-  
20 port and a response to the contents of the report to  
21 the appropriate congressional committees and make  
22 the report and the response to the report available  
23 to the public.

24 “(5) DEFINITIONS.—In this subsection:

1           “(A) AIDS.—The term ‘AIDS’ has the  
2 meaning given that term in subsection  
3 (f)(2)(C).

4           “(B) APPROPRIATE CONGRESSIONAL COM-  
5 MITTEES.—The term ‘appropriate congressional  
6 committees’ means—

7                 “(i) the Committee on Appropriations  
8 and the Committee on Foreign Relations  
9 of the Senate; and

10                “(ii) the Committee on Appropriations  
11 and the Committee on Foreign Affairs of  
12 the House of Representatives.

13           “(C) BASIC EDUCATION.—The term ‘basic  
14 education’ has the meaning given that term in  
15 section 105A(d)(3) of the Foreign Assistance  
16 Act of 1961.

17           “(D) HIV.—The term ‘HIV’ has the  
18 meaning given that term in subsection  
19 (f)(2)(C).

20           “(E) HIV/AIDS.—The term ‘HIV/AIDS’  
21 has the meaning given that term in subsection  
22 (f)(2)(C).

23           “(F) RELEVANT EXECUTIVE BRANCH  
24 AGENCIES AND OFFICIALS.—The term ‘relevant  
25 executive branch agencies and officials’ has the

1 meaning given that term in section 105A(d)(10)  
2 of the Foreign Assistance Act of 1961.”.

3 (b) SPECIFICATION OF RESOURCES OF COORDI-  
4 NATOR.—Not later than 90 days after the date of enact-  
5 ment of this Act, the President shall specify the necessary  
6 financial and personnel resources, including detailees,  
7 from funds appropriated pursuant to the authorization of  
8 appropriations under subsection (j) of section 105A of the  
9 Foreign Assistance Act of 1961 (as added by section 3  
10 of this Act), that shall be assigned to and under the direct  
11 control of the Coordinator of United States Government  
12 Activities to Provide Education for All in Developing  
13 Countries (as established by subsection (g) of section 1  
14 of the State Department Basic Authorities Act of 1956  
15 (as added by subsection (a) of this section)) to establish  
16 and maintain the duties and supporting activities assigned  
17 to the Coordinator by section 1(g) of the State Depart-  
18 ment Basic Authorities Act of 1956.

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